

Vision Award Application

This award is for an individual who exemplifies a vision of High Quality Professional Development and who has made significant contributions to professional staff development throughout his or her professional career. Any MSDC member may nominate a person for the award. The MSDC newsletter will call for nominations in the fall issue. All nominees will be recognized and the winner announced at the Show Me Professional Development Conference. The winner shall receive an award at the Show Me Professional Development Conference as well as a letter of recognition to the recipient's superintendent/supervisor. This award may or may not be presented every year. The Awards Committee shall consist of representatives from the MSDC board.

Name of Nominee _____

Address _____

E-mail address _____

Phone number _____

Current position _____

School/district/ agency/institution _____

Superintendent/Supervisor name _____

Superintendent/Supervisor name address _____

Name of person submitting nomination _____

Address _____

E-mail address _____

Phone number _____

Current position _____

School/district/ agency/institution _____

RPDC Region _____

MSDC Representative _____

Along with the application form, email a maximum 3 page-12 font narrative that describes the qualifications based on the rubric found on the website.

Submit your application no later than January 31, 2009 to tfisher-reed@jackson.k12.mo.us
If you have any questions please contact Terri Fisher-Reed
Curriculum and Instruction Facilitator
Jackson Middle and Junior High Schools (573-243-9533) or at tfisher-reed@jackson.k12.mo.us.



Missouri Staff Development Council Vision Award Rubric



	Exceeds	Meets	Partially Meets	Does not Meet
Vision	A MSDC member with a substantial career in the field of education who has demonstrated and documented consistent evidence of a vision of high quality PD at the local and state level.	A MSDC member with a substantial career in the field of education who has demonstrated and documented consistent evidence of a vision of high quality PD at the local level.	A MSDC member who has demonstrated and documented some evidence of a vision of high quality PD at the local level.	A MSDC member who has not yet demonstrated a vision of high quality PD.
Advocacy and Promotion of HQPD as they relate to the NSDC Standards	The nominee has proven him/herself as an advocate of HQPD and is sought after to share his/her knowledge within and beyond his/her organization	The nominee has proven him/herself as an advocate of HQPD and is sought after to share his/her knowledge within his/her organization	The nominee has received some recognition as an advocate for HQPD within his/her organization.	The nominee seldom receives recognition as an advocate for HQPD.
Presentation / Publication regarding HQPD	Individual has presented and/or published at the local, state and national level regarding HQPD.	Individual has presented and/or published at the local and state level regarding HQPD.	Individual has presented and/or published at the local level regarding HQPD.	Individual has presented little or no evidence regarding presentations or publications on HQPD at any level.
Other Professional Activities	Individual has been actively involved in professional development activities on a consistent basis throughout his/her career both in education and community programs, and has served in leadership positions within those organizations.	Individual has been actively involved in professional development activities on a consistent basis throughout his/her career in education programs, and has served in leadership positions within educational organizations.	Individual has been involved in professional development activities throughout his/her career in education programs.	Little evidence has been provided that demonstrates involvement in professional activities.
Impact on Others Through High Quality Professional Development. (HQPD)	Individual has routinely been able to articulate novel HQPD concepts in practical expressions to the degree that individuals have taken risks in order to expand and enhance student and educator achievement at the local, state, and national level.	Individual has routinely been able to articulate novel HQPD concepts in practical expressions to the degree that individuals have taken risks in order to expand and enhance student and educator achievement at the local and state level.	Individual has, on occasion, been able to articulate novel concepts in practical expressions to the degree that individuals have taken risks in order to expand and enhance student and educator achievement at the local level.	Individual has had little impact noted, for either student achievement or educator growth.

The Missouri Staff Development Council

Recognition of High Quality Instructional Leadership Application

Recognizing that High Quality Professional Development requires meeting the standards, MSDC will award instructional leaders who exceed in all twelve of National Staff Development Council's standards. An instructional leader is defined as anyone (teacher, staff developer, principal, superintendent) who has shown leadership qualities in guiding colleagues toward high quality professional development. Any MSDC member may nominate a person or self-nominate for the award. The MSDC newsletter will call for nominations in the fall issue. All nominees will be recognized and the winner announced at the Show Me Professional Development Conference. The winner shall receive an award at the Show Me Professional Development Conference, as well as a letter of recognition to the recipient's superintendent/supervisor. This award may or may not be presented every year. The Awards Committee shall consist of representatives from the MSDC board.

Name of Nominee _____

Address _____

E-mail address _____

Phone number _____

Current position _____

School/district/ agency/institution _____

Superintendent/Supervisor name _____

Superintendent/Supervisor name address _____

Name of person submitting nomination _____

Address _____

E-mail address _____

Phone number _____

Current position _____

School/district/ agency/institution _____

RPDC Region _____

MSDC Representative _____

Along with the application form, email a maximum 3 page-12 font narrative that describes the qualifications based on the rubric found on the website.

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Recognition of PD Instructional Leadership Rubric

PD Standards	Exceeds the standards	Meets the standards	Partially meets the Standard	Does not meet the Standards
<p>Context Standards</p> <p>Learning Communities Leadership Resources</p>	<p>Individual demonstrates ability to organize numerous stakeholders into learning communities to affect adult learning, district goals as well as student achievement. Individual continuously strives to improve him/herself through further education and self-study. Accesses resources and funds to support learning</p>	<p>Individual demonstrates ability to organize teachers into learning communities to affect their own learning as well as school and district goals. Individual continuously strives to improve him/herself through further education and self-study. Accesses funds to support learning</p>	<p>Individual demonstrates ability to organize some teachers into learning communities to affect their own learning or school and district goals.</p>	<p>Individual does not demonstrate ability to organize teachers into learning communities in order to affect their own learning or school and district goals.</p>
<p>Process Standards</p> <p>Data-driven Evaluation Research-based Design Learning Collaboration</p>	<p>Leads educators to reflect and apply research information in order to evaluate student achievement using informal and formal measures including disaggregated student data. Effectively leads educators, parents, students, and other stakeholders to reflect and apply student data to collaborate and work through the change process at the local, state and/or national level.</p>	<p>Prepares educators to apply research information in order to evaluate student achievement using informal and formal measures including disaggregated student data. Effectively leads educators and stakeholders concerning student data to collaborate and work through the change process at the local, state and/or national level.</p>	<p>Forms educators of research information in order to evaluate student achievement using informal and formal measures including disaggregated student data. Little information provided as to leadership given to educators in use of student data for collaboration and/or the change process. Some evidence of collaboration with stakeholders provided at the local, state and/or national level.</p>	<p>Individual uses research information to evaluate student achievement using informal and formal measures including disaggregated student data. Personally prepares plans to affect change in student achievement and disseminates information to educators. Little or no evidence of collaboration at any level.</p>
<p>Content Standards</p> <p>Equality Quality Teaching Family Involvement</p>	<p>Individual demonstrates extensive ability to appeal to and work with all facets of stakeholders concerned with student achievement (i.e., family, administration, etc.). Substantial evidence is provided to demonstrate the individual's effectiveness as a master teacher of both students and/or educators regardless of SES, ability, diversity, etc.</p>	<p>Individual demonstrates ability to work with some facets of stakeholders concerned with student achievement (i.e., family, administration, etc.). Evidence is provided to demonstrate the individual's effectiveness as a teacher of both students and/or educators regardless of SES, ability, diversity, etc.</p>	<p>Individual demonstrates some ability to work with some groups of stakeholders concerned with student achievement (i.e., family, administration, etc.). Limited evidence is provided to demonstrate the individual's effectiveness as a teacher of students and/or educators.</p>	<p>Individual demonstrates ability to work with teachers concerned with student achievement. Little or no evidence is provided to demonstrate the individual's effectiveness as a teacher of students and/or educators.</p>

Recognition of High Quality Staff Development Program

Recognizing that High Quality Professional Development requires meeting the standards, MSDC will award program/initiatives within a building or across the district such in a grade level, content area, or vertical teaming which exceeds in all twelve of the National Staff Development Councils' standards.

Any MSDC member may nominate or self-nominate a program/initiative for the award. The MSDC newsletter will call for nominations in the fall issue. All nominees will be recognized and the winner announced at the Show Me Professional Development Conference. The winner shall receive an award at the Show Me Professional Development Conference, as well as a letter of recognition to the recipient's superintendent/supervisor. This award may or may not be presented every year. The Awards Committee shall consist of representatives from the MSDC board.

Name of program/initiative _____

Name of School _____

Principal's name _____

Principal's address _____

School District _____

Superintendent/Supervisor name _____

Superintendent/Supervisor name address _____

Name of person submitting nomination _____

Address _____

Email address _____

Phone number _____

Current position _____

School/district/ agency/institution _____

RPDC Region _____

MSDC Representative _____

Along with the application form, email a maximum 3 page-12 font narrative that describes the qualifications based on the rubric found on the website.

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Missouri Staff Development Council



Recognition of High Quality Program Rubric

PD Standards	Exceeds the Standards	Meets the Standards	Partially meets the Standard	Does not meet the Standards
<p>Content Standards</p> <p>Learning Communities Leadership Resources</p>	<p>Evidence of highly effective learning communities. Multiple leaders and goals are fully aligned with district and school goals</p>	<p>Evidence of effective learning communities. Skillful leadership and support for learning and collaboration whose goals are aligned with district and school goals</p>	<p>Evidence of learning communities. Evidence of leadership support for learning and collaboration</p>	<p>Little or no evidence of learning communities and leadership support for learning and collaboration</p>
<p>Process Standards</p> <p>Data-driven Evaluation Research-based Design Learning Collaboration</p>	<p>Full implementation of a research-based, data-driven program. Is collaborative using multiple sources of information on an on-going basis that enhances new learning for staff</p>	<p>Implementation of a research-based, data-driven program. Is collaborative using multiple sources of information on an on-going basis that enhances new learning for staff</p>	<p>Some evidence of a research-based, data-driven program. Some evidence of collaboration using few sources of information on an on-going basis that enhances new learning for staff</p>	<p>Little or no evidence of a research-based, data-driven program. Little or no evidence of collaboration using few sources of information on an on-going basis that enhances new learning for staff</p>
<p>Context Standards</p> <p>Equality Quality Teaching Family Involvement</p>	<p>Fully effective, diverse climate supporting rigorous standards and involving all stakeholders</p>	<p>Environment that supports diversity and maintains high standards. Includes input from multiple stakeholders.</p>	<p>Some evidence of an environment that supports diversity and maintains standards Includes input from few stakeholders.</p>	<p>Little or no evidence of an environment that supports diversity and maintains standards. Little or no input from stakeholders.</p>

